



Evaluation of the reality of applying a number of Iraqi institutional accreditation standards/study in a number of Iraqi public and private universities

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Abstract :

The study aims to find out the extent to which several Iraqi institutional accreditation standards (governance and administration, scientific research, curricula) are applied in two public universities (Baghdad and Middle Technical University) and two private universities (Uruk and Al-Mansour College) by diagnosing strengths and weaknesses and proposing a mechanism and procedures to help educational institution aims to reduce or eliminate the gap. The study stems from the extent of application of several Iraqi institutional accreditation standards represented as it was worked on through observation and field coexistence to reach scientific and practical facts. The method of case study and comparison between public and private universities was adopted by using the checklist as a tool to collect data and information to help in a comprehensive and realistic analysis. The study reached a set of results, the most prominent of which is the weak interest of the universities in the study sample in implementing the Iraqi institutional accreditation standards, which showed a gap between the actual performance of the universities and the indicators of the standards. This indicates that there are no specialized audit teams in the field of auditing quality management systems in higher education qualified according to the international standard (ISO 19001) to know the extent of conformity, as well as the absence of targeted plans to implement the indicators of those standards. Despite the existence of a Quality Assurance and Accreditation Council at the university that oversees the application of quality management systems in all university formations, it needs to intensify efforts to reach reliability in providing its services.

Paper type – a comparative study.

Keywords: institutional accreditation standards; global rankings.

Introduction

Most countries are interested in academic quality and accreditation standards for universities and higher education institutions because of their conviction that higher education institutions have the responsibility to prepare and qualify cadres capable of facing the challenges of the times; therefore, the National Commission for Academic Accreditation and Assessment in Iraq has developed a set of standards to ensure the quality and accreditation of higher education institutions and programs.

The Scientific Supervision and Evaluation Agency / the Iraqi Ministry of Higher Education and Scientific Research created standards to ensure the quality of education management and educational programs and their accreditation in proportion to the Iraqi environment. In order to ensure the quality of educational services provided by Iraqi universities, an evaluation process was conducted to determine the extent to which these universities apply the Iraqi institutional accreditation standards, as they represent the quality of educational service in Iraqi universities.

Most universities suffer from a process of self-assessment and diagnosis of the gap between the reality and the actual requirements of applying accreditation standards and institutional Iraq. As the study problem is embodied by demonstrating knowledge of the extent to which some Iraqi institutional accreditation standards are applied (governance and administration, scientific research, and curricula) in two public universities (Baghdad and Middle Technical University) and two private universities (Uruk and Mansour College) in addition to diagnosing strengths and weaknesses.

The objectives of the study lie in appraisal the reality of applying some institutional accreditation standards (governance and administration, scientific research, curricula) and diagnose strengths to enhance them and weaknesses to be addressed in Iraqi universities, the study sample. In addition to proposing a specific method for applying standards (governance and administration, scientific research, and curricula). At the same time, the importance of the study was to contribute to improving the quality of educational service provided by Iraqi universities, study samples (Baghdad, and Middle Technical University, Uruk, and Mansour College). They gave an honest picture of the actual reality of applying standards (governance and administration, scientific research, curricula) in Iraqi universities, study sample (Baghdad, and Middle Technical University, Uruk, and Mansour College).

Literature review

Institutional accreditation

Accreditation is a word derived from the Latin *Credito*, meaning community confidence in an educational institution that does its job correctly when a student begins a university education. The system that helps ensure the trust is called institutional accreditation (Alstete, 2007: 11). Accreditation is an independent, non-governmental review system, and its work is voluntary. Institutional accreditation depends on the self-evaluation of institutions in light of a set of approved standards and determining their strengths and weaknesses using the same process for improvement (Wilkerson, 2017: 131). (National Institutional Accreditation Standards, 2018: 2) indicated that accreditation is "the accreditation of the educational institution as a whole by specific standards about the efficiency of facilities and resources, including those working in the institution, providing academic and student support services, curricula, student levels, the academic staff and other components of the institution." Based on those above, institutional accreditation is a targeted process to ensure the quality of educational programs and improve them through self-evaluation. It may be at the entire level of the institution or parts of it, and it is a distinctive sign of the institution's excellence in front of society, the labor market, and students.

A brief literature review was done, which showcases the projects undertaken by different personnel in different domains. The literature reviewed & domain of application, Of which: Carrico & Pinheiro, 2014 " The characteristics of Portuguese management academics and their fit with teaching accreditation standards " There is a gap between the characteristics and training of current teachers (as measured by indicators derived from the information provided for accreditation of degrees in Portugal) and the prevailing quality dimensions arising from accreditation standards for management education, The reality in this study shows the gaps between the actual characteristics of management academics and what may be considered appropriate characteristics, by the consensus found in the literature which is duly reflected in the accreditation criteria for joint "qualified colleges" according to Portuguese and international standards (AACSB, AMBA and EQUIS). Bowker, 2017 " There is a growing interest in learning more about the potential benefits and limitations of aligning the processes involved in academic program reviews with those involved in professional accreditation reviews" , Findings conducted by the researcher through preliminary observations from academic units indicate that accreditation alignment and program reviews are seen as reducing the burden on programs in terms of time and effort expended by faculty, staff, and other stakeholders, as well as in terms of financial expenditures. Kumar et al., 2019 " Impact Of Accreditation On Quality And Excellence Of Higher Education Institutions ", The study problem is that education in India meets the minimum set standards to meet the ever-changing requirements around the world. Results conducted by the researcher as a result of the survey show that more than 80% of admission aspirants choose the institution/program they are interested in based on accreditation status and ranking.

Stages of Institutional Accreditation:

Institutional accreditation includes stages (Sywelem, 2014: 6) (Nguyen & Ta, 2017: 4):

1. The first stage: is the stage of applying to obtain accreditation and the educational institution proving its implementation of all the basic requirements for accreditation standards.
2. The second stage: The educational institutions that want to obtain the accreditation certificate conduct a Self-Assessment process to see their performance compared to the standards set by the Institutional Accreditation Authority.
3. The third stage: The Institutional Accreditation Authority conducts a field visit through a specialized team that conducts field visits to the institution that wishes to obtain the accreditation certificate in order to ensure that this institution has applied the standards correctly.
4. The fourth stage: The accreditation decision. Upon making sure that this institution has applied the standards correctly after being reviewed by the accreditation body team, then the certificate is granted, but if there are minor problems and deviations in the application of these standards, granting the certificate is postponed in order to remedy the defect. However, if it is discovered that it is far from applying these criteria, the certificate is not granted.
5. The fifth stage: The accreditation body conducts a process of monitoring the educational institution that has been granted the accreditation certificate to ensure and ensure that it continues appropriately in the application process. However, if it is discovered that there are gaps, the certificate is withdrawn.

Institutional Accreditation Standards

The second axis deals with three standards of Iraqi institutional accreditation, and the following is a presentation of these criteria:

1. governance and management 18%: The issue of governance is one of the topics facing increasing attention. It may pose a significant danger to any institution as it is considered a weakness if no attention is paid. Corporate governance refers to the systems and processes by which departments operate. Through its executive departments to direct and guide employees towards achieving the vision and mission of the institution. Governance has been defined (Gowanma, 2018: 105) as "a set of laws, regulations, and instructions that aim to achieve comprehensive quality and excellence in performance by choosing strategies to achieve the university's goals and strategic goals."
2. Scientific research 24%: The primary way to develop the performance of an institution is through researching the problem and finding appropriate solutions to it, and here lies the importance of scientific research. The importance of scientific research does not stop at institutions only, but rather is involved in solving all the problems that face humans in daily life. It highlights the role of scientific research in achieving economic and social development and has ranked the United States of America first in scientific research. Most of the researchers agreed that the first beginnings of institutional scientific research were in German universities and were the first model in Europe that was emulated by it, and other European and American universities followed suit. Thus, German universities occupied the scientific lead as a result of pursuing a policy of planning and research after realizing that the university's function did not stop

simply by transferring knowledge, so German universities opened postgraduate studies at the doctoral level to activate scientific research programs in them (Muhammad, 2017: 338). An organized and accurate method aimed at revealing facts and their relationships with each other in order to improve and modify their reality, and that the scientific research process requires effort, work, and study, and the purpose of which is to reach the knowledge of the facts and reach the best solutions to problems, make decisions and make recommendations (Faiq and Hamed, 2016: 26).

3. Curricula 15%: The development of school curricula is essential to face the increasing challenges and complexities of life, as well as the problems of life, and this, in turn, reflects positively on the aspirations of societies in the future. Joshi defines curriculum as “learning that is planned and directed by the school or college, whether it is carried out in groups or individually, inside or outside the school or college” (Joshi, 2018: 2).

Research method

First: The reality of applying the standard of governance and administration in Iraqi universities, study sample (Baghdad, and Middle Technical University, Uruk, and Mansour College):

Table (1) shows the extent of applying the standard of governance and administration at the university according to the verified checklists data, and the calculation was based on the scale and score assigned to the index and according to mathematical equations.

Table (1) Approved checklists for Iraqi institutional accreditation standards

NO.	Indicators	Weight	Universities			
			Baghdad	Middle Technical	Uruk	Mansour
Governance and management		180	128.32	97.3	72.66	66.09
1	Leadership and management	34	23.33	20.33	12.33	12
2	Ethics Transparency and institutional	20	14.34	8.33	5	8.99
3	Creating and developing management capabilities	42	25.65	22.98	14	12.43
4	Clarity of policies, laws, regulations and instructions	44	36.33	29.33	28	24
5	Activities and procedures	40	28.67	16.33	13.33	8.67
The percentage of the degree of application of the standard governance and management			71.29%	54.1%	40.37%	36.72%
Magnitude gap of application of the standard governance and management			28.71%	45.9%	59.63%	63.28%
Scientific research		240	148.33	105.33	40.32	59.99
6	The scientific research environment	54	30.33	21.33	15.33	14.33
7	Funding scientific research	24	12	4	0	1
8	Publication of scientific research	16	14.33	13	3	4.67
9	Marketing scientific research	8	6.67	5.33	1.33	1.33
10	creativity and innovation	12	6	5	0	1
11	Ethics of scientific research	6	4	3	2	2
12	Information sources	42	27	21	11	11

13	International cooperation in scientific and research activities	78	48	32.67	7.66	24.66
The percentage of the degree of application of the standard scientific research			61.8%	43.89%	16.8%	25%
Magnitude gap of application of the standard scientific research			38.2%	56.11%	83.2%	75%
Curricula		15	84	62.33	65.98	44.66
14	Objectives	14	11.67	4.67	5	3.67
15	Curriculum content	34	24.33	17	9	13.67
16	Teaching and learning strategy	34	16.67	12.66	10.99	9.33
17	Evaluation, curriculum development and updating	56	27.33	24	8	17.99
18	International cooperation in evaluating the academic program	12	4	0	0	0
The percentage of the degree of application of the curriculum standard			56%	41.55%	43.99%	29.77%
Magnitude gap of application of the curriculum standard			44%	58.45%	56.01%	70.23%

Table (2) shows the strengths and weaknesses that have been identified and diagnosed for Iraqi universities.

Weaknesses	Strengths
Baghdad University	
<ol style="list-style-type: none"> Not to represent employers and beneficiaries within the university council formations and not involve them in setting development plans for the educational institution. It suffers from neglecting the financial aspect when developing plans for improvement and development, and thus the university's budget is placed away from studying the financial needs of those plans. Lack of interest in providing health insurance for workers, which makes them not feel job security. Information systems and electronic management are not used in a way that facilitates access to information. Not taking into account the proposals submitted by students. Failure to fully utilize benchmarking results with international universities in improving the quality of their services. Neglecting the standards for the preservation of the environment, as well as disregarding the provision of health and safety conditions for researchers and the safety of others. 	<ol style="list-style-type: none"> The University of Baghdad has an organizational structure in which all the administrative and academic formations are clarified. A guide is also available for describing all jobs at the university's administrative levels, including the boards of (the university, college, and department). University administration bases its business on university law. The university is working to improve its performance according to an improvement scheme. The University of Baghdad enables its affiliates to express their suggestions and take them into account, as it deals with complaints submitted by them. The University of Baghdad has a clear and declared definition of its educational services. There are criteria and controls for selecting and contracting with external parties The existence of a training program to develop the capabilities of the planning staff. The University of Baghdad has a declared and transparent system that

<p>8. There is no budget for scientific research activities, and there is no priority for research.</p> <p>9. There are no clear policies for intellectual rights.</p> <p>10. The lack of importance of linking the library to information networks, the failure to establish data banks, and the weak cooperation with regional and international universities through global systems.</p> <p>11. The lack of scientific and research agreements to exchange visits with local and international institutions and the participation or use of costly research equipment is what the university overlooks. The university also does not have memoranda of understanding and agreements with local and international research centers, industrial and economic bodies, or international libraries.</p> <p>12. Lack of support and encouragement to establish research projects with international partners.</p> <p>13. Lack of interest in, or encouragement, sustainable professional development, which negatively affects the suitability of the graduate's skills with the progress in the world.</p> <p>14. The requirements for the education of people with special needs are not available at the University of Baghdad.</p> <p>15. Do not use strategies that encourage critical thinking, and do not take the results of feedback from students that help evaluate and develop that strategy.</p> <p>16. Neglecting the importance of the participation of the beneficiaries in developing curricula and developing examinations for curriculum development. All this takes place under special skills among curriculum planners, especially in light of a traditional educational system.</p>	<p>guarantees equal opportunities in recruitment, grants and incentives, and fair policies regarding promotions.</p> <p>8. The university announces and publishes its complete information so that everyone can see it. It also announces jobs and terms of appointment in the event of vacancies.</p> <p>9. The university has controls and rules that affect students' behavior, and there will be a reward and punishment system that guarantees non-discrimination and respect for human rights principles.</p> <p>10. Baghdad University paves the way for faculty and administrators to express their opinions and secures intellectual protection for them.</p> <p>11. It has documented, transparent, and announced plans for scientific research.</p> <p>12. The University of Baghdad shall abide by the policies and procedures related to scholarship and scientific research.</p> <p>13. It contains the basic requirements for devices and equipment for the infrastructure and work programs for maintaining and maintaining them periodically to ensure the continuity of their work with high reliability.</p> <p>14. The policies are general and clear, governing the regulations for ownership of search equipment and its replacement.</p> <p>15. There are participations in research funded by local or international institutions.</p> <p>16. Supporting and motivating teachers and postgraduate students to conduct applied research and publish in well-established local magazines within well-known international containers.</p> <p>17. The University of Baghdad has a database of published research.</p> <p>18. Marketing the results of scientific research to organizations and maintaining working relationships to market their research.</p>
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<p>17. The University of Baghdad does not have regular data on the quality of the curriculum due to the lack of evaluation and measurement systems in the university.</p> <p>18. Learning outcomes are not published for each academic program, although there is evidence that graduate students have these outcomes compared to previous years.</p> <p>19. Neglecting constant knowledge of the development taking place globally and the extent of compatibility with scientific standards for curriculum evaluation, and the existence of gaps between the curricula at the university and the corresponding departments in international universities. The university does not tend to contract with the International University to develop curricula.</p>	<p>19. The university supports and motivates faculty members and alumni to obtain local and international awards and patents.</p> <p>20. The university works to spread awareness of ethical standards for scientific research.</p> <p>21. It is concerned with the standards and requirements of health in libraries and provides a guide to it, and works continuously to develop library systems.</p> <p>22. Interested in entering into the international classifications that are interested in scientific research.</p> <p>23. Interested in employing information that focuses on society and solving its problems and the requirements of the labor market in updating academic curricula</p> <p>24. It describes the courses clearly and accurately.</p> <p>25. The University of Baghdad sets the content of an academic program in line with its mission and includes experiences and cognitive and practical field activities that help provide learners with basic concepts in their field of specialization.</p> <p>26. Ensure that the content of the academic program curricula creates a balance between the needs of the individual and society.</p> <p>27. It is interested in using e-learning, such as the (Class Room) platforms, the (Zoom) program, and other educational programs, which led to the development of the reality of e-learning.</p>
Middle Technical University	
<p>1. Lack of management awareness of developing performance improvement plans and the benefits achieved from these plans, and lack of interest in setting controls and instructions urging them to involve employers and beneficiaries in the college councils.</p> <p>2. The absence of a mechanism to attract qualified and distinguished employees suffers from a lack of</p>	<p>1. Possesses a job description guide according to an organizational structure approved by the University Council, clarifying all the tasks and duties of all jobs at the university.</p> <p>2. Abide by university law.</p> <p>3. The existence of a declared financial system for incentives, along with a form for incentives.</p>

<p>interest in having a declared and transparent system to ensure equal opportunities in recruitment, testing, grants, and incentives.</p> <p>3. The lack of interest of the management in observing the principle of transparency and clarity in the full implementation of the regulations and the limited availability of documented information for the rules of professional conduct to be applied and suffice to clarify it verbally.</p> <p>4. Lack of interest in involving local community representatives, academics, administrators, and alumni in setting development plans for the educational institution.</p> <p>5. The budget is drawn up without considering the performance improvement plans due to the absence of the Central Technical University's interest in these plans.</p> <p>6. Lack of job security, whether by not fulfilling the material or moral needs, as well as the absence of health insurance systems for the educational institution.</p> <p>7. The implementation of the scientific research plan is not followed up, and the reasons for not completing some research are not carried out to overcome the obstacles that face some researchers in completing their research.</p> <p>8. Lack of support and motivation for researchers financially and morally.</p> <p>3. There are no programs for maintaining the infrastructure, apparatus, and equipment due to the lack of scientific research requirements, laboratories, scientific workshops, equipment, and equipment.</p> <p>9. Lack of attention to the conditions of occupational health and safety that guarantee the safety of researchers and their research activities, as well as the safety of others inside and outside the</p>	<p>4. The administration has a system to receive complaints and deal with them.</p> <p>5. There is a clear and announced definition of the services of the educational institution through the websites of the institutions above, as it is updated periodically in addition to publishing the vision, mission, and goals of the university as well as the optimal use of information systems and institutional electronic management.</p> <p>6. Has documented and transparent policies on promotion procedures.</p> <p>7. It publishes its information from the university's vision, mission, goals, data, programs, decisions, academic degrees, admission and graduation requirements, members of university councils, colleges, departments, faculty members, employees, and students.</p> <p>8. some rules and regulations affect students' behavior, including reward and punishment, and ensure non-discrimination and respect for human rights principles.</p> <p>9. some laws and regulations provide intellectual protection.</p> <p>10 Ownership of search and replacement equipment is governed by clear public policies that cover all equipment.</p> <p>11. The educational institution abides by the policies and procedures related to scholarship and scientific research.</p> <p>12. The university encourages the teaching staff to publish in the scientific and international journals listed in the SCOPUS database by giving them books of thanks and appreciation, evaluating their scientific performance, and granting them scientific promotions.</p> <p>13. There are databases for published scientific research showing their performance in the field of scientific research.</p> <p>14. The university maintains strong links with local organizations with the aim of marketing research results</p>
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<p>institution, and neglecting the requirements of international standards to preserve the environment.</p> <p>10. Priority is not given to specific research over others, and business opportunities are neither studied nor announced.</p> <p>11. The university lacks participation in research projects, and the university does not allocate a sufficient budget to carry out research activities.</p> <p>12. The university's lack of interest in international prizes could be awarded to faculty members and the lack of intellectual property rights.</p> <p>13. Failure to spread awareness among researchers at the university of standards for scientific research ethics and clear mechanisms for spreading awareness about them.</p> <p>14. Lack of interest in the novelty of books in the university library, and it does not have systems that help in cooperating with foreign universities.</p> <p>15. The university's libraries do not have access to information networks.</p> <p>16. The curriculum lacks the practical aspect during the study period, although the main goal of the curriculum is to study situations and how to deal with them in all areas of life.</p> <p>17. The content of the academic program curricula of the Central Technical University does not include experiences and cognitive and field-based activities in a way that helps students develop their knowledge, skills, and psychological attitudes and does not encourage professional development.</p> <p>18. Curricula in academic programs are not described accurately, including general information about the course, a brief description of the course, and the content of the academic program does not always correspond to the stated mission and objectives of the</p>	<p>possible.</p> <p>15. It has a library directory and is working on developing its library systems, in addition to its work on creating a scientific inventory of easily accessible resources.</p> <p>16. It is keen to encourage researchers to obtain awards for scientific research. It also supports faculty members who wish to obtain a sabbatical for scientific research purposes and provides them with research hours, and supports their participation in workshops and conferences.</p> <p>17. Focuses on providing students with the basic concepts in the relevant specialization, as the academic program courses take into account the balance between the needs of the individual and society.</p> <p>18. It is interested in using e-learning, such as using the (Class Room) platforms, the (Zoom) program, and other educational programs, which led to the development of the reality of e-learning.</p> <p>19. Central Technical University has been concerned with developing examinations in order to benefit from developing curricula.</p>
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<p>educational institution.</p> <p>19. Neglecting to pay attention to the requirements of people with special needs by providing educational curricula for them.</p> <p>20. The lack of development of teaching and learning strategies and adopting the method of receptivity without paying attention to developing their performance skills by encouraging them to express their scientific opinions.</p> <p>21. The ability and effectiveness of the evaluation and measurement system for student achievement in the educational institution are not systematically evaluated, and thus evidence of the graduate's ownership of learning outcomes in previous years cannot be published.</p> <p>22. Lack of attention to specific, precise, and varied mechanisms for evaluating students' academic programs.</p>	
Uruk University	
<p>1. It does not have a guide of responsibilities nor a representation of employers in the Academy's councils (university, colleges, departments)</p> <p>2. There are no performance improvement plans that do not update the university's job description and formations.</p> <p>3. Lack of interest in the mechanism of attracting qualified and distinguished workers.</p> <p>4. Failure to observe the principle of transparency and clarity in the application of regulations and the limited availability of documented information for the rules of professional behavior. Uruk University is not interested in the system of financial incentives.</p> <p>5. Despite the availability of a capacity-building program, obstacles hinder its work, such as not setting up</p>	<p>1. It has an organizational structure and is reviewed periodically.</p> <p>2. It has a clear and declared definition of its educational services. A system is also in place to receive the suggestions and complaints of the employees of the educational institution.</p> <p>3. Have a program for capacity building and development.</p> <p>4. It has a declared and transparent system that guarantees equal opportunities and fairness in recruitment, testing, grants, and incentives.</p> <p>5. The educational institution provides documented, transparent and fair policies regarding promotion procedures.</p> <p>6. It works on disseminating its information (the vision of the institution, its mission, and data, including its objectives, programs, decisions,</p>

<p>improvement plans and thus not including them in the Uruk University budget.</p> <p>6. There are no criteria for selecting and classifying the relevant external parties, and the controls for organizing contracting with them are not available.</p> <p>7. Lack of job security for workers due to the lack of health insurance.</p> <p>8. Limited use of information systems and electronic management.</p> <p>9. The Foundation does not provide a reward and punishment system in light of specific standards that ensure non-discrimination between students and respect for human rights principles, and there is no approved system for ethical controls for the use of modern technologies.</p> <p>10. Some students are not involved in solving problems.</p> <p>11. Uruk University does not have controls, rules, and regulations that affect students' behavior, and they are transparent and public.</p> <p>12. The lack of a system that provides intellectual protection at the university.</p> <p>13. Uruk University does not perform benchmarking against international universities, nor does it conduct self-evaluation processes and not benefit from the feedback.</p> <p>14. The educational institution does not provide an atmosphere of academic freedom (for teachers, administrators, and students) to express their views on everything related to university issues.</p> <p>15. It does not have a department in charge of developing a documented and clear plan for scientific research, and representatives of the beneficiaries do not participate in the formulation of plans.</p> <p>16. The university's scientific research plans do not meet the requirements of the labor market and the needs of</p>	<p>academic degrees, admission and graduation requirements, members of university councils, colleges, departments, faculty members, employees, and students)</p> <p>6. clear public policies are governing the systems for ownership of search and replacement equipment.</p> <p>7. The university has a library directory and is concerned with the physical, health, and environmental conditions.</p> <p>8. It works to provide students with basic concepts in the specialization. It also works on using modern electronic and interactive learning methods.</p>
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society.

17. The educational institution abides by the policies and procedures related to scholarship and scientific research.

18. The university's lack of interest in providing means to motivate and support researchers financially and morally. It also does not provide scientific research supplies, including laboratories, scientific workshops, and equipment and equipment for faculty members and postgraduate students to complete their research.

19. Neglect work programs for the periodic maintenance and maintenance of infrastructure, equipment, and equipment. The university does not have occupational health and safety conditions to ensure the safety of researchers or policies governing equipment ownership systems.

20. The university does not consider the requirements of international standards for the preservation and protection of the environment.

21. The university does not allocate a budget for scientific research, and priority is not given to scientific research with financial returns or funded by local or international research institutions.

22. Lack of awareness in the university of the importance of encouraging teachers to contribute to applied research and publish their research in international journals.

23. It does not have databases for published scientific research showing its performance in scientific research. Reports are kept on the research activities of individuals, departments, and colleges.

24. Lack of interest in maintaining strong working relationships and ties with relevant local and international institutions.

25. The university does not encourage faculty members or graduates to

obtain international awards or patents and does not have policies for intellectual property and intellectual rights.

26. Lack of attention to standards for the ethics of scientific research, declared and documented, and precise mechanisms.

27. Neglecting to work on establishing data banks or using modern technologies to access them or to equip modern electronic libraries and link them to information networks.

28. The university does not have a mechanism to support faculty members for participation, cooperation, communication, or the use of high-cost research equipment or exchange visits with universities and global scientific research networks.

15. It does not have a protocol with international university libraries and the university's lack of interest in the participation of faculty members in joint projects and research with strategic partners locally and internationally.

29. When developing curricula, Uruk University does not consider the needs of students, the community of knowledge, and scientific development and neglects the aspect of providing the student with skills that are applicable and quantifiable in his field of specialization.

30. The content of the academic program does not correspond to the mission and objectives of Uruk University and does not include experiences and cognitive activities that develop the graduate's skills.

31. The courses in the academic programs are not described accurately.

32. The curricula of the academic program do not encourage sustainable professional development and do not consider the balance between the individual and society.

<p>33. Lack of attention to the requirements of those with educational needs.</p> <p>34. The university does not use strategies that encourage students to think critically, solve problems, and develop their performance skills. They are not developed according to the student feedback process.</p> <p>35. There is no system for evaluating and measuring the university's quality at the university because data are available about it. Because of that, it is not possible to develop and update the curricula according to the needs of the labor market, and there is no evaluation and measurement system for student achievement.</p> <p>36. There is no comparison of educational results between current graduate students and those of previous years.</p>	
Mansour University	
<p>1. There is no full commitment to applying university law at Mansour University, and little attention is paid to the guide to the responsibilities and powers of academic councils, and there is no representation of employers in university councils.</p> <p>2. Lack of interest in job descriptions for Mansour University formations, and the university does not have plans to improve its performance.</p> <p>3. The absence of a mechanism to attract qualified and distinguished workers.</p> <p>4. The lack of interest of the management of Mansour University in observing the principle of transparency and clarity in the full implementation of the regulations and the limited availability of documented information for the rules of professional conduct for employees to be applied and suffice to clarify them verbally.</p>	<p>1. There are organizational structures, and they are reviewed periodically.</p> <p>2. There is a declared financial system for incentives.</p> <p>3. It works on reviewing the suggestions of its affiliates and taking them into account, as well as dealing with complaints submitted by them.</p> <p>4. The educational services of the university are announced, and it is also working on disseminating its information and data.</p> <p>5. Policies for clear and documented procedures.</p> <p>6. You calculate the research work as part of the university faculty member's quorum.</p> <p>2. Supports participation in membership of international bodies</p> <p>7. It works on modern electronic and interactive learning methods, and the university works on developing curricula by developing examinations and switching to the electronic curriculum.</p>

5. Failure to have performance improvement plans that prevent the participation of beneficiaries, academics, administrators, and alumni, as a result of the university not having a team for capacity building and development. The university's budget is set apart from thinking about improvement plans.
6. Neglecting Mansour University to set contracting standards and controls if it decides to contract with specialized external bodies.
7. Health insurance systems are neglected in Mansour University, which makes workers feel after job security.
8. Lack of interest in information systems and electronic management at Mansour University.
9. The university does not announce the terms of appointment and information about its programs, which makes equal opportunities and justice not present in the Mansour University system, and this applies to the incentive system.
10. Lack of interest in applying student behavior controls and non-application of the reward and punishment system regularly creates an atmosphere of discrimination among students.
11. Not to involve students in solving problems.
12. Mansour University does not give students the freedom to express an opinion regarding university issues, nor does it provide intellectual protection laws.
13. Lack of interest in studying the requirements of the labor market and the needs of society in the field of scientific research.
14. Mansour University's lack of motivational means to encourage researchers to be creative and encourage scientific research, as well as the weak sources of funding for

scientific research activities.

14. Lack of commitment to Mansour University with policies and procedures related to scholarship and scientific research.

15. There are no work programs for the periodic maintenance and maintenance of infrastructure, equipment, and equipment ownership policies.

16. Mansour University does not provide the conditions for occupational health and safety to ensure the safety of researchers and their research activities, as well as the safety of others inside and outside the institution and the lack of attention to the requirements of international standards for the preservation and protection of the environment.

17. Mansour University does not have a department specialized in scientific research affairs at the university, nor is it encouraged to participate in funded research projects.

18. Lack of interest in research with financial returns.

19. Mansour University does not direct and motivate faculty members and graduate students to publish in international journals with an impact factor.

20. There are no rules for published scientific research.

21. The university faculty members are not encouraged to participate in applied scientific research activities related to the needs of society and the labor market or to obtain international awards or patents.

22. Mansour University does not have strong links with local or international institutions related to scientific research.

23. There are no clear policies regarding ownership and marketing of intellectual rights or standards for research ethics.

24. The university's lack of interest in providing a directory for the library and modern books do not care about the health and environmental physics conditions.
25. Mansour University does not have global systems (software) for cooperation with regional and scientific universities.
26. Lack of work on developing office systems, equipping modern electronic libraries and linking them to information networks, or establishing data banks with modern technologies.
27. The educational institution does not have a work program that defines the mechanism for supporting faculty members to participate, cooperate and communicate with universities and global scientific research networks.
28. Mansour University does not have a mechanism to support faculty members for participation, cooperation, communication, or the use of high-cost research equipment or exchange visits with universities and global scientific research networks.
29. Mansour University does not focus on providing students with the skills required in the labor market in a procedural format in line with the nature of the times.
30. The lack of an accurate description of the academic courses at Mansour University that includes the course brief, its vocabulary, and how to evaluate it. The courses also lack basic concepts in the field of specialization, and thus the content of the academic program does not coincide with the stated mission and objectives of the educational institution.
31. The university's academic program's curricula lack expertise and cognitive and field-based activities in a way that helps students develop their knowledge and skills.

32. There is no balance between the content of the courses and the needs of the individual and society, and sustainable professional development is not encouraged.

33. Mansour University ignores the technical methods and means necessary for students with special educational needs to learn.

34. Traditional strategies are used in education, and they do not develop and evaluate their strategies according to the students' feedback process.

35. There is no evaluation and measurement system for student achievement or the quality of the curriculum.

Conclusions and recommendations:

Conclusions:

1. The gap between what is applied of the Iraqi institutional accreditation standards and the requirements of those standards in Iraqi public and private universities (study sample) indicates the lack of interest of these universities in their application of Iraqi accreditation standards. In addition, the size of the gap in private universities was more significant than the gap in the public university, which indicates the weak performance of the Quality Assurance Department and the university performance in private universities compared to the performance of the Quality Assurance Department in public universities.

2. The results indicate that the universities (the study sample) have a guide that clarifies the tasks and duties of each job within the administrative structure of the universities, which conforms to the laws and instructions, which means that the performance of their work is characterized by accuracy and the lack of errors and deviations, but suffers from a weakness in the speed of completion.

3. The public and private universities have the study sample. This job description guide is compatible with the organizational structure, legislation, and laws, which makes the performance of their work characterized by accuracy of achievement and a lack of errors, but suffers from weakness in the speed of achievement because of the lack of a description of activities and processes or scientific scheme.

4. The university's (Baghdad and Middle Technical) reliance on criteria and controls in selecting and contracting with external bodies in a way that contributes to improving the quality of its services, which indicates that the university has a vision about the equipment management and the extent of its impact on the university's strategic aspirations. As for the private universities, It suffers from a slight lack of interest in contracting with external parties.

5. Private universities lacked scholarship and scientific research policies and procedures, in contrast to what is found in public universities, and this is what the study results indicated.

6. Lack of interest in public and private universities involves employers, beneficiaries, students, and the relevant body within the academic councils (university, college, department), which led to a gap between the requirements of the labor market and the specifications of the services provided by the university.

7. Public and private universities suffer from weakness in the financial planning process, which has negatively affected the university's performance, which indicates that the financial planning process does not take into account improvement and development plans.

8. The financial system of incentives for universities (Baghdad, Middle Technical) is announced and clear, which creates loyalty among university employees, in addition to its interest in attracting and maintaining competencies and expertise. At the same time, Uruk University suffers from a lack of interest and weakness in this aspect, which negatively affects job satisfaction.

9. The researched universities lack controls or instructions related to the property rights of researchers, which makes researchers avoid the scientific discussions that occur during seminars for fear of presenting a scientific idea that is exploited by other researchers and attributed to them.

10. Public and private universities share the study sample in integrating e-learning with field education and by relying on specialized educational programs and platforms such as (Classroom, Module), which indicates the universities' keenness to provide their students with sufficient time to answer their inquiries initiate discussions.

11. The weakness of universities in adopting quality systems for open educational programs (program accreditation standards) that guarantee the quality of content for academic curricula, and this is what the results showed that public and private universities do not possess regular data on the quality of the curriculum and the mechanism for developing and improving it in line with developments in the world.

Recommendations:

1. Universities are directed towards implementing institutional accreditation standards by adopting quality assurance and university performance for the standards application project. Activating the role of the quality assurance and accreditation councils to develop a plan to implement the standards and relying on specialized work teams under the supervision of quality assurance and university performance to follow up on implementation

2. Qualifying workers in the field of quality and university performance for quality audit programs through training them in international accredited auditing programs to diagnose the gap in the application of Iraqi institutional accreditation standards and bridge them, as well as qualifying them in the process description and planning programs and working on implementing the process quality program in the public and private universities discussed.

3. The bodies benefiting from educational services (community, employers, students) should be included within the academic councils, and this is what is stipulated in the relevant legislation and laws in higher education in order to identify their requirements, listen to their proposals and study them in order to develop the university's performance.

4. Increasing interest in databases for scientific research with the necessity to take into account the affiliation body that researchers include in their scientific products published in local and international journals. The researcher who is affiliated with two governmental and private educational institutions should be fully included in the name of the two institutions to ensure the right of private universities in their databases.

5. . Qualifying and training workers in educational laboratories and seeking to apply laboratory management systems and good laboratory practices (GLP), to ensure the quality of results and the application of health, safety, and laboratory systems for researchers.

6. Paying attention to property rights and focusing on them, and announcing them after their approval and discussion within the University Council.

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تقييم واقع تطبيق عدد من معايير الاعتماد المؤسسي العراقية / دراسة في عدد من الجامعات العراقية الحكومية والأهلية

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المستخلص

تهدف الدراسة إلى معرفة مدى تطبيق عدد من معايير الاعتماد المؤسسي العراقي (الحوكمة والإدارة ، البحث العلمي، المناهج) في جامعتين حكوميتين (بغداد والجامعة التقنية الوسطى) وجامعتين خاصتين (أوروك و كلية المنصور) من خلال تشخيص نقاط القوة والضعف، واقتراح آلية وإجراءات لمساعدة المؤسسة التعليمية تهدف لتقليص الفجوة أو القضاء عليها. تنطلق الدراسة من مشكلة مدى تطبيق عدد من معايير الاعتماد المؤسسي العراقي . حيث تم العمل عليه من خلال الملاحظة والتعايش الميداني بهدف الوصول إلى الحقائق العلمية والعملية. تم اعتماد أسلوب دراسة الحالة والمقارنة بين الجامعات الحكومية والأهلية من خلال استخدام القائمة الفحص كأداة لجمع البيانات والمعلومات للمساعدة في تحليل شامل وواقعي. إذ كشفت الدراسة عن فجوة بين الأداء الفعلي للجامعات وعناصر معايير الاعتماد المؤسسي العراقي (الحوكمة والإدارة 18٪، البحث العلمي 24٪، المناهج 15٪)، مما يشير إلى ضعف تطبيق هذه المعايير في الجامعات الحكومية والجامعات الأهلية، إذ تحتاج الجامعات إلى عمل مستمر ومتواصل، وتكثيف الجهود للوصول إلى الموثوقية في تقديم خدماتها. وبحث الدراسة عن كيفية قياس مدى تطبيق معايير الاعتماد المؤسسي العراقي في المؤسسات التعليمية الحكومية والأهلية . وتميزت الدراسة بأنها دراسة حالة لمؤسسات تعليمية وتعمل على تحسين أداء هذه الجامعات في تطبيق معايير الاعتماد المؤسسي من خلال تعزيز نقاط القوة ومعالجة نقاط الضعف التي تم تشخيصها.

نوع الورقة - دراسة مقارنة.

المصطلحات الرئيسية للبحث: معايير الاعتماد المؤسسي. التصنيف العالمي.